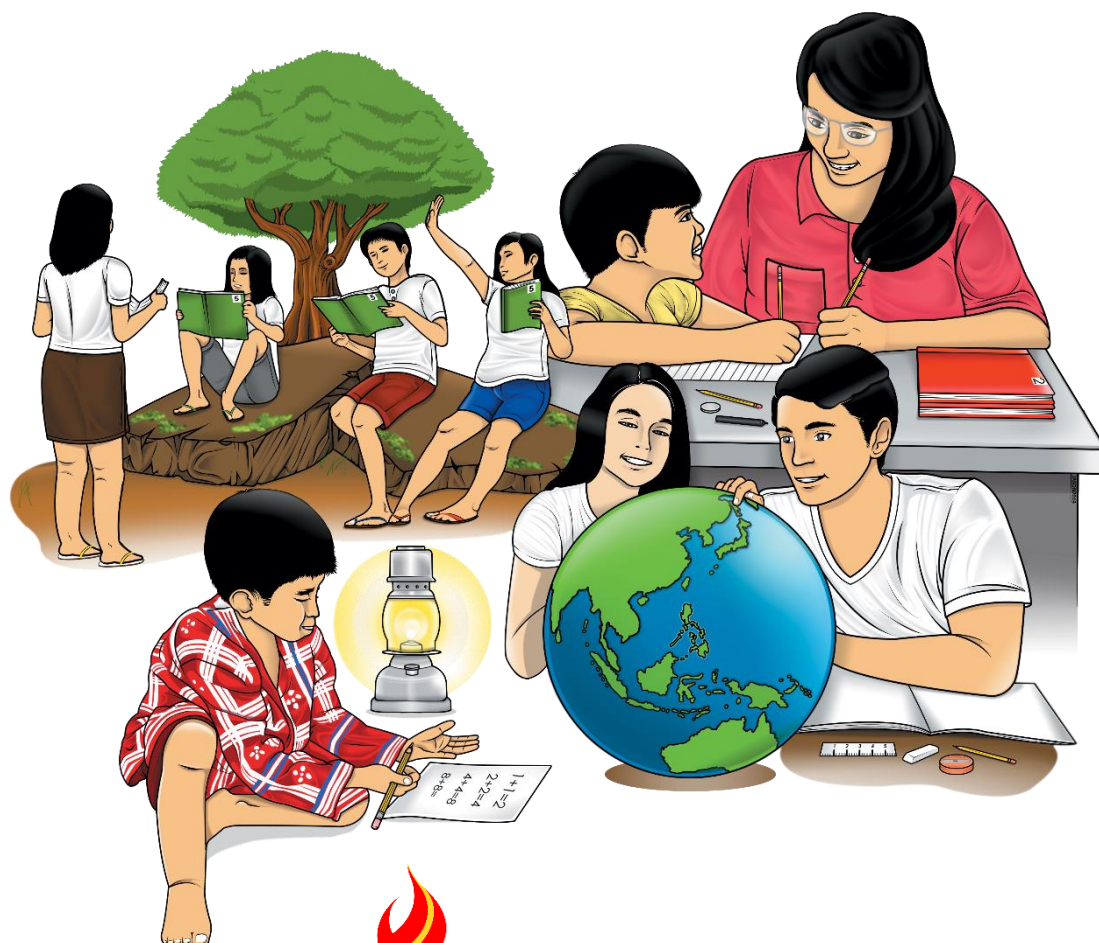


Physical Education

Quarter 1 – Module 4: Introduction to Individual Sports: Rhythmic Gymnastics



Physical Education – Grade 7

Alternative Delivery Mode

Quarter 1 – Module 4: Introduction to Individual Sports: Rhythmic Gymnastics

First Edition, 2020

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Physical Education

**Quarter 1 – Module 4:
Introduction to Individual Sports:
Rhythmic Gymnastics**

Introductory Message

For the facilitator:

Welcome to the P.E 7 Alternative Delivery Mode (ADM) Module on Introduction to Individual Sports: Rhythmic Gymnastics!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the P.E 7 Alternative Delivery Mode (ADM) Module on Introduction to Individual Sports: Rhythmic Gymnastics!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written with you in mind. This will help you understand the nature and background of the running. The scope of this module will involve you in different learning situations. The language used in the following topics are appropriate to your vocabulary level as a student. The lessons are arranged to follow the standard sequence of the course.

Are you ready to learn more about rhythmic gymnastics? This module will help you understand the nature, background and skills of individual sports such rhythmic gymnastics. This module focuses on the following lessons:

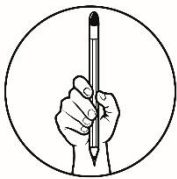
- Lesson 1 – Introduction to Rhythmic Gymnastics
- Lesson 2 – Let's Do the Rhythm

After going through this module, you are expected to have learned the following competencies:

- Undertakes physical activity and physical fitness assessments. (PE7PF-Ia-h-23)
- Describe the nature and background of the sport. (PE7GS-Id-5)
- Execute the skills involved in sport. (PE7GS-Id-h-4)
- Monitor periodically one's progress towards fitness goals. (PE7PF-Id-h28)

Lesson**1****Introduction to
Rhythmic Gymnastics**

You did a great job in your last lessons. Welcome to Lesson 5, where you will learn the basics of Rhythmic Gymnastics.

***What I Know***

A. Directions: Read the statement carefully. Choose your answer from the box.

Ball

Ribbon

Hoop

Rope

Clubs

Gymnastics

Baton

Rhythmic Gymnastics

- _____ 1. It is sport that uses apparatus such as rope, hoop, ball, clubs and ribbon.
- _____ 2. It is a component of rhythmic gymnastics composed of a handle.
- _____ 3. It is an apparatus used in rhythmic gymnastics made of either rubber or synthetic material.
- _____ 4. It may be made of hemp or a synthetic material.
- _____ 5. It may be made of plastic or wood, provided that it retains its shape during the routine.
- _____ 6. It is an apparatus used in rhythmic gymnastics that are thrown from alternate hands.
- _____ 7. It refers to a graceful and artistic sport that requires a combination of strength, balance, agility, and muscle coordination, usually performed on specialized apparatus.

B. Directions: Tell whether the given fundamental skill of rhythmic gymnastics falls under locomotor or non-locomotor skills. Put a check (✓) on the proper column.

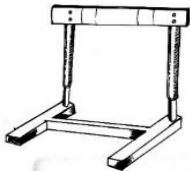
Fundamental Skills	Locomotor	Non-Locomotor
1. Bending		
2. Jumping		
3. Walking		
4. Swaying		
5. Stretching		
6. Leaping		
7. Turning		
8. Running		



What's In

Directions: Identify the following equipment used in running and swimming.

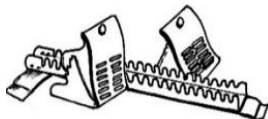
1.



2.



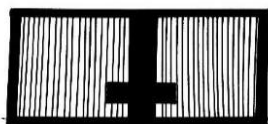
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4.



5.



6.



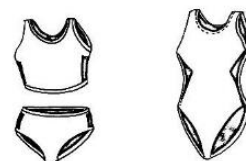
7.



8.



9.



10.





What's New

Activity 1: Arrange Me!

This activity will allow you to share what you know about rhythmic gymnastics as well as your expectations of the lesson, your prior knowledge and skills.

Directions: The letters of the words below are jumbled. Figure out the words and write them on the blank lines provided.

1. It is a graceful and artistic sport that requires a combination of strength, balance, agility, and muscle coordination, usually performed on specialized apparatus.

GSNYMASTCI _____

2. It may be made of hemp or a synthetic material.

ROEP _____

3. It is an apparatus used in rhythmic gymnastics made of either rubber or synthetic material.

ALLB _____

4. It refers to an apparatus used in rhythmic gymnastics that is thrown from alternate hands.

BULCS _____

5. It is a component of rhythmic gymnastics composed of a handle.

NIRBBO _____



What is It

Read to Understand

Nature and Background of Rhythmic Gymnastics

Rhythmic gymnastics is a sport in which individuals or groups of five manipulate one or two pieces of apparatus: rope, hoop, ball, clubs and ribbon, or freehand (no apparatus). Rhythmic gymnastics is a sport that combines elements of ballet, gymnastics, dance, and apparatus manipulation.

Competitive rhythmic gymnastics began in the 1940s in the Soviet Union. The FIG formally recognized this discipline in 1961, first as **modern gymnastics**, then as **rhythmic sportive gymnastics**, and finally as **rhythmic gymnastics**.

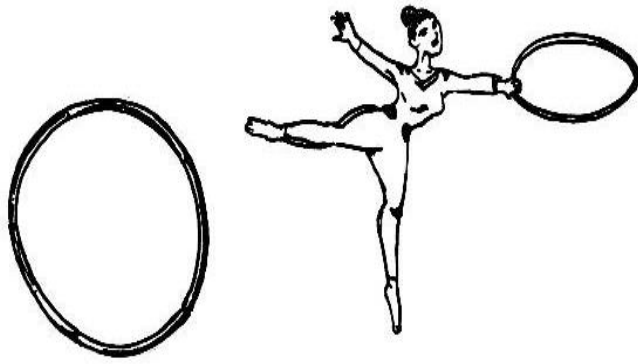
The first World Championships for individual rhythmic gymnasts was held in 1963 in Budapest. Groups were introduced at the same level in 1967 in Copenhagen, Denmark. Rhythmic gymnastics was added to the 1984 Summer Olympics in Los Angeles, with an individual all-around competition. Canadian Lori Fung was the first rhythmic gymnast to earn an Olympic gold medal. The group competition was added to the 1996 Summer Olympics in Atlanta. The Spanish team won the first gold medal of the new competition with a team formed by Estela Giménez, Marta Baldó, Nuria Cabanillas, Lorena Guréndez, Estibaliz Martínez and Tania Lamarca.

Apparatus Used in Rhythmic Gymnastics:

Ball

A ball is made of either rubber or plastic. It ranges between 18 to 20 cm in diameter and must have a minimum weight of 400g.



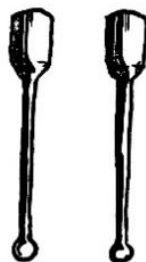


Hoop

A hoop may be made of plastic or wood, must have an in diameter of 80 to 90 cm and minimum weight of 300g.

Rope

A rope is made out of hemp and is knotted at each end. The height of the gymnast determines the length of the rope.



Clubs

Clubs are made out of wood or plastics, resemble bowling pins. The minimum weight per club is 150 g.

Ribbon

It is a 7-m strip of satin ribbon attached to a wooden stick. Holding the stick, the gymnast must keep the ribbon in constant motion throughout her routine.



Rhythmic gymnastics is a sport that combines elements of gymnastics, dance, and calisthenics. Rhythmic gymnasts must possess the following qualities in order to perform to their best; balance, flexibility, coordination, and strength.

Rhythmic Gymnastics Skills

Locomotor Skills:

- Walking
- Running
- Leaping
- Jumping
- Hopping
- Galloping
- Sliding
- Skipping

Non-Locomotor Skills:

- Bending
- Swaying
- Swinging
- Turning
- Twisting
- Stretching

Fundamental Skill of Rhythmic Gymnastics:

Ball

- Ball routine includes throwing, bouncing or rolling.
- The gymnast must use both hands and work on the whole floor area while showing continuous flowing movement.
- The ball emphasizes the gymnasts flowing lines and body difficulty.

Hoop

- Fundamental requirements of a hoop routine include rotation around the hand or body and rolling, as well as swings, circles, throws, and passes through and over the hoop.

Rope

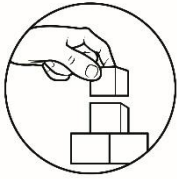
- The fundamental requirements of a rope routine include leaps and skipping.
- Other elements include swings, throws, circles, rotations and figures of eight.

Clubs

- Clubs are thrown from alternate hands; each passes underneath the other clubs and is caught in the opposite hand to the one from which it was thrown.

Ribbon

- Compulsory elements for the ribbon include flicks, circles, snakes and spirals, and throws.
- It requires a high degree of coordination to form the spirals and circles as any knots which may accidentally form in the ribbon are penalized.
- During a ribbon routine, large, smooth and flowing movements are looked for.
- The ribbon may not stop moving or else, points are taken off.



What's More

Activity 1: LET'S DO IT

Directions: Do the movements indicated below.

1. Leap going forward taking off with your right foot and landing on your left. Do it again with your taking off with your left foot and landing on your right foot. Take note to cover a large distance when you do movement. Turn around, and do the same movement going back to your original place.
2. Jump forward four times, keeping your legs about shoulder width apart, and propel your body forward using both legs at the same time. Turn around, and do the same movement going back to your original position.
3. Run forward covering a distance of 10 meters. Turn around and run back to your original place.

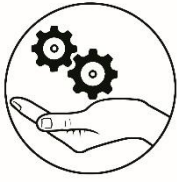
Activity 2: ON YOUR PLACE

Directions: Do the movements indicated below.

1. Stand straight. Raise both hands on top of your head and turn to the right two time going back to your original position. Do the same movement going to the left.
2. Stand straight and put your hands on your waist. Slowly lift your right foot until it reaches your knee. Stay in that position for 10 seconds, then slowly lower your right foot. Do the same on you left foot. Do the movements twice.
3. Stand straight and put your hands on your waist. Slowly twist to your right and raise both arms above your head. Hold that position for about 5 seconds then slowly go back to your original position. Do the same movement going to the left. Do the movements twice.

Activity 3: LET'S MOVE and GROOVE

Directions: With an upbeat music, do Activity 1 and 2 with the use of a ball and a hoop. Do the movements until the music stops.



Additional Activities

YES...

Directions: Perform Activity 3 every other day. Answer the following questions:

1. How do you feel every time you do the activity?
2. What developments in your body and concentration have you observed?

Day 1	Day 3	Day 5	Day 7

Lesson

2

Let's Do the Rhythm








What's In

Activity 1: LOOKS FAMILIAR?

Directions: Look closely at the pictures below. Match the rhythmic gymnastics in Column A with the appropriate equipment in Column B.

Column A

1. 
2. 
3. 
4. 
5. 

Column B

- A. Ball
- B. Baton
- C. Clubs
- D. Hoop
- E. Ribbon
- F. Rope



What's New

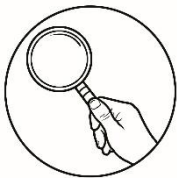
In this activity, you will be performing several warm – up exercises to avoid injuries and to condition your body better before performing a physical activity.

Activity 1: WARM ME UP

This activity will prepare your body for any physical activity.

Procedure:

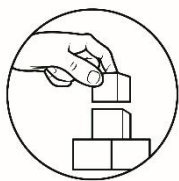
1. Obtain and record your RHR.
2. Do the following exercises:
 - a. 5 - Minute jog in place or jogging around.
 - b. Head stretch – 10 seconds (forward, backward, sideward)
 - c. Arm stretch – 10 seconds (right and left)
 - d. Leg stretch – 10 seconds (right and left)
 - e. Lunge
 - f. High knees
 - g. Side shuffle (right and left)
3. Obtain and record your heart rate after.



What is It

Physical activity has benefits for the human body, but along with this, it also carries with it some risks. The most common of these risks are burnout and musculoskeletal injury. Depending on the activity, injury may be present. To minimize the risks of activity – related injuries, here are some precautions and safety tips that you may follow:

- Wear comfortable clothing and well – padded shoes that will protect the heels and arches of the feet.
- Put on appropriate gear for the activity such as knee pad and elbow pads.
- Always do warm up exercises before any physical activity and cool down afterwards to lower the risk of strains and sprains.
- Take some break during the activity.
- Do not exercise with an empty stomach. Eat something light to give you some stamina, but do not exercise immediately after a full meal.
- Replenish fluids before, during, and after a physical activity.
- Be aware of the weather and environmental conditions. Avoid doing outdoor vigorous activities in hot or humid weather.
- Listen to your body. Don't do physical activity when you don't feel well.



What's More

Activity 1: Let's Do the Move

Using an upbeat music, create a dance routine using the different skills in rhythmic gymnastics. Select at least two apparatus that you will use in the routine.

Activity 2: Let's Dance

Using the routine you created in Activity 1, dance it off with the music. You will be graded accordingly using the rubric below. Ask someone in your family to rate you using the following rubric.

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet Expectations 1
Knowledge of choreography	Demonstrates excellent knowledge of the choreography and performs free of errors.	Demonstrates knowledge of movement and performs with few errors.	Demonstrates some knowledge of movement, and movement has many errors.	No knowledge of movement.
Stage presence	Uses face and body to fully express the intent of the movement.	Uses facial and body expression when performing.	Uses little face and body expressions when performing.	No facial and/or body expressions.
Musicality	Shows full understanding of rhythm and timing by staying on beat for the entire dance.	Shows understanding of rhythm and timing by staying on beat.	Has some knowledge of rhythm and timing, but speeds up and/or slows down many times.	Speeds up and/or falls behind often throughout the dance.
Technique	Great attention to the quality of movement, body position, and demonstrate excellent understanding of dance style.	Choreography is performed with attention to details and shows proficiency of dance style	Choreography is performed with little attention to details of movement, and student is not proficient in dance style.	Choreography shows no attention to details of movement and demonstrates little knowledge of dance style.
Effort	Shows great effort while performing the choreography.	Shows effort when performing the choreography.	Shows little effort while performing the choreography.	Shows no effort while performing the choreography.

Total: ____/20

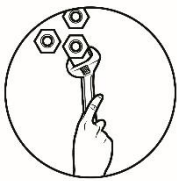
Activity 3: Cool Down

Perform static stretching to cool down your muscles.

***What I Have Learned***

Complete the chart below. This will be your exit ticket showing what you learned in this module.

3 Things I Have Learned	2 Thing I have Enjoyed	1 Question in my Mind

***What I Can Do***

Make an essay about this question.

“If you were given a chance to be a gymnast, what will you do to be good and successful in this field?”



Assessment

A. Directions: Choose the letter of the best answer.

1. This refers to an apparatus used in rhythmic gymnastics made of either rubber or synthetic material.
A. Ball
B. Hoop
C. Clubs
D. Ribbon
2. It is a sport that uses apparatus such as rope, hoop, ball, clubs and ribbon.
A. Aerobic gymnastics
B. Artistic gymnastics
C. Aerobic gymnastics
D. Rhythmic gymnastics
3. The compulsory elements of this apparatus in gymnastics include flicks, circles, snakes and spirals, and throws.
A. Hoop
B. Rope
C. Clubs
D. Ribbon
4. Which of the following apparatus may be made of hemp or a synthetic material?
A. Ball
B. Hoop
C. Rope
D. Ribbon
5. It may be made of plastic or wood, provided that it retains its shape during the routine.
A. Ball
B. Hoop
C. Ropes
D. Clubs
6. Which of the following apparatus is used in rhythmic gymnastics that are thrown from alternate hands?
A. Ball
B. Rope
C. Clubs
D. Ribbon
7. It refers to a graceful and artistic sport that requires a combination of strength, balance, agility, and muscle coordination, usually performed on specialized apparatus.
A. Ballet
B. Athletics
C. Badminton
D. Gymnastics
8. The fundamental requirements of this routine include leaps and skipping.
A. Ball
B. Clubs
C. Hoop
D. Rope

9. This routine involves fundamental requirements including rotation around the hand or body and rolling.

A. Ball

C. Rope

B. Hoop

D. Clubs

10. The fundamental requirements of this routine includes throwing, bouncing or rolling.

A. Ball

C. Rope

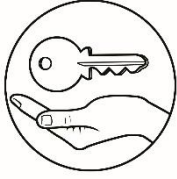
B. Hoop

D. Ribbon

B. Directions: Tell which of the following movements is Locomotor and Non-Loomotor. Copy the given movements under the correct column in the table.

Running	Turning	Jumping
Leaping	Swaying	

Locomotor	Non-Loomotor
1.	
2.	
3.	



Answer Key

<p>What's New</p> <p>Activity 1: Arrange Me</p> <ol style="list-style-type: none"> 1. Gymnastics 2. Rope 3. Ball 4. Hoop 5. Clubs 6. Ribbon 7. Rhythmic <p>What I Know</p> <ol style="list-style-type: none"> 1. Rhythmic 2. Gymnastics 3. Ball 4. Rope 5. Hoop 6. Clubs 7. Gymnastics <p>A</p> <ol style="list-style-type: none"> 1. Non-Locomotor 2. Locomotor 3. Locomotor 4. Non-Locomotor 5. Non-Locomotor 6. Locomotor 7. Non-Locomotor 8. Locomotor 	<p>What's In</p> <ol style="list-style-type: none"> 1. Hurdles 2. Goggles 3. Starting blocks 4. Starting gun 5. Touch pad 6. Spike shoes 7. Baton 8. Kick board 9. Swimsuit 10. Swim cap 	<p>Assessment</p> <p>A</p> <ol style="list-style-type: none"> 1. A 2. D 3. D 4. C 5. B 6. C 7. D 8. D 9. B 10. A <p>B</p> <p>Locomotor</p> <ol style="list-style-type: none"> 1. Running 2. Jumping 3. Leaping <p>Non-Locomotor</p> <ol style="list-style-type: none"> 1. Swaying 2. Turning
<p>What's More</p> <p>Activity 1: Looks Familiar</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. E 5. D 		

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